**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title: Wanted a Few Good Friends** | | | **Corresponding Unit Task: Task 2** | | |
| **Essential Question(s):**   1. How can drawing pictures help us better communicate our ideas, thoughts, feelings, and understandings? 2. Why is it important for good listeners to give others the opportunity to speak when we are sharing ideas? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Paper** * **White board, marker, eraser** * **4 corners of a room** * **Friendship Fun file by Megan Mitchell on** [**www.teacherspayteachers.com**](http://www.teacherspayteachers.com) **(free download)** | | | | * **Venn Diagram** * **Survey** * **Tally marks** * **Character traits** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading/ Speaking and Listening**  **Standards:**  **SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **I Can Statement(s): I can identify traits of good friends.**  **Instructional Plan:**   * Teacher and students will revisit the character traits of good friends from the previous days. Teacher will choose 4 character traits to design the survey for the students to complete. * Teacher will explain to the students that they need to choose 1 character trait they think is the most important. Teacher will have the 4 traits on the board. She will write the character traits on paper and post them in 4 corners around the room. * Teacher will tell students to choose the character trait they think is the most important and then go stand by that paper. * Teacher will count the number of students that are under each trait and record the answers on the board. * Once answers are recorded students will go back to their seats and we will discuss the results. Children can share what their trait was and why they think that is the most important to them. * Extension activity could be to write why they chose that trait and draw a picture of them showing that character trait. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: SL.1.1** - Participate in collaborative conversations with diverse partners about grade 1 topics and text with peers and adults in small and larger groups.   1. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on one another’s talk in conversations by responding to the comments of others through multiple exchanges.   **W.1.5** - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.  **I Can Statement(s): I can compare myself to a friend. I can create a Venn Diagram.**  **Instructional Plan:**   * **Teacher will model how to use a Venn diagram. Teacher will use that diagram to compare herself to a student in the classroom or another teacher the children have knowledge about.** * **Teacher will inform the children that they will pair up with another student in the class it doesn’t matter if they are their friend or not, they may learn something new about a person in their class.** * **After the children are paired up they will complete a Venn diagram about each other. Teacher can assist with spelling unknown words. See Friendship Fun by Megan Mitchell on** [**www.teacherspayteachers.com**](http://www.teacherspayteachers.com) **for a printable Venn diagram and other activities listed in this lesson.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards: RF1.2.c isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words. RF 1.2.d segment spoken single syllable words into their complete sequence of individual sounds.**  **I Can Statement(s): I can use given letters to make words.**  **Instructional Plan:**   * **Teacher will introduce students to making words with given letters. She will place the letters in the words “Making Friends” on the board. See the file from the writing above for a sample sheet for students to use.** * **Teacher will make 3 columns on the board, 2 letters, 3 letters, and 4 letters.** * **Teacher will model how to use the letters to make 2, 3, and 4 letter words. If students are doing this easily then they can try it on their own. If they are having more trouble with it then the class can do it together.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.1.6 produce complete sentences when appropriate to task and situation.**  **I Can Statement(s): I can share information with my classmates.**  **Instructional Plan:**   * **After the students finish their Venn diagram each friend pair should share their diagram with the rest of the class. Making sure they speak in complete sentences.** | | | | |
| **Closing/Summarizing Strategy** | Teacher can revisit the rules song they learned for reinforcement. Teacher can also discuss how students should act towards their friends. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * **In the Friendship Fun by Megan Mitchell on** [**www.teacherspayteachers.com**](http://www.teacherspayteachers.com) **file there is a friendship interview the students could complete for homework or in class if they are able to spell words on their own.** | | * **Teacher can work with small groups of lower level students for the making words activity, or the Venn diagram.** | | | * **Same as the intervention strategy.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher observation and Venn Diagram students create. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*